PADARTH-MALA.

·પદાર્થ· ·માળા·

TO HELP YOUNG CHILDREN TO
RECOGNISE FAMILIAR
DOMESTIC OBJECTS.



PREPARED & ARRANGED

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BROACH CAMBAY.

PART I.

AS. 2

ગુજરાત વિદ્યાપીઠ ગ્રંથાલય
અમદાવાદ
ગુજરાતી કૉપીરાઈટ-સંગ્રહ
ગુજરાત વિદ્યાપીઠ ગ્રંથાલય
અમદાવાદ
ગુજરાતી કૉપીરાઈટ-સંગ્રહ

Introduction.

The importance of drawing is now well recognised, because the elementary knowledge of it is desired in all branches of education.

The object of these series is two-fold.

They will enable young children to recognise familiar objects and will impress on their minds the accurate image of things, that they see around them. They will also sharpen their memory, teach them to speak accurately and will as well help them to draw objects rapidly, neatly and accurately. The objects selected are of common domestic use in order to offer facilities to young boys for whom the series is specially intended.

On each page two drawings are given of the same object, one exceedingly simple and the other of a difficult type. It is thereby aimed to encourage boys of lower standards to draw objects in their simplest forms and positions for their daily amusement and to prepare students for the regular study of the Memory-Drawings as prescribed for the Art-School examination.

The present is the first attempt of the authors in this direction and it is hoped that the series will serve the purposes for which it is intended.

Useful Instructions.

1. The examples from these series are to be copied without measuring, ruling or tracing.
2. For general use a soft piece of India-Rubber and H. B. pencil should be used for sketch and F. pencil for fair-lines (firm-lines).
3. In all these examples the main lines should be drawn first and then the details may be finished.
4. In the beginning of the examples *the guide-line* or the centre-line must be drawn first.
5. For symmetrical-drawings the student should begin from top and finish the left-hand-half before he draws the right hand part, so that he can compare and draw the symmetrical portions correctly.
6. The sketch should be drawn carefully by drawing faint-lines.
7. When the drawing is complete, it must be shewn to your teacher for correction and then it should be cleared with a soft rubber and finished by drawing steady lines.

પ્રસ્તાવના.

ડ્રૉઈંગના વિષયની આગત્યતા હાલ ઘણી છે, કારણ કે કેળવણીની બધી શાખાઓમાં તેના મુળ તત્વના જ્ઞાનની જરૂર પડે છે.

આ ક્રમ બાહર પાડવામાં આવ્યો છે તેનો હેતુ નીચે પ્રમાણે છે.

નાના બાળકો જાણીતા પદાર્થો ઓળખી શકે. તેમની આસપાસની ચીજોની ખરી છાપ તેમના મગજઉપર સેહેલાઈથી પડે, તેમની સ્મરણશકિતની ખીલવણી થાય, અને તેઓ શુદ્ધ બોલતાં શીખે, એવા હેતુથી આ ક્રમ બાહાર પાડવામાં આવ્યો છે.

આથી વળી નાના વિદ્યાર્થીઓ પદાર્થની આકૃતીઓ સેહેલાઈથી દોરી શકશે. પસંદ કરવામાં આવેલા પદાર્થો સામાન્ય ઘર કામનાં છે, કે જેથીકરીને નાના છોકરાઓ કે જેને માટે આ ક્રમ રચવામાં આવ્યો છે, તેમને ઘણું સરલ થઈ પડે.

દરેક પાનાપર એકજ પદાર્થની બે જાતની આકૃતીઓ કાઢવામાં આવી છે, એક ઘણીજ સેહેલી અને બીજી સેહેજ કઠીણ. એનો ઉદ્દેશ એવો છે કે નીચલા ધોરણના વિદ્યાર્થીઓ હમેશની રમત ગમતને માટે સાદા આકારમાં પદાર્થોની આકૃતિઓ દોરી શકે, અને વળી આર્ટ સ્કુલની પરિક્ષામાટે નક્કી કરેલા મેમરી ડ્રૉઈંગનો વિષય નિયમસર વિદ્યાર્થીઓ શીખી શકે. આ હેતુપૂર્વક કર્તાઓએ આ પેહલવેહલો યત્ન કર્યો છે અને આશા રાખવામાં આવેછે કે જે હેતુ ધ્યાનમાં રાખી આ ક્રમ બાહર પાડવામાં આવ્યો છે તે હેતુ ફળીભૂત થાય.

ઉપયોગી સુચનાઓ.

૧. આ પદાર્થમાળામાં આપેલી આકૃતિઓ માપ્યાવગર અથવા ટ્રેસીંગ કર્યા વગર કાઢવી જોઈએ.

૨. સામાન્ય ઉપયોગને માટે ઇન્ડીઆ રબ્બરનો કડકો, આછું કામ કરવામાટે એચ. બી. પેનસીલ અને કાલી લીટી દોરવામાટે એફ પેનસીલ વાપરવી જોઈએ.

૩. આકૃતિઓ દોરતી વખતે મુળરેખાઓ પહેલી દોરવી જોઈએ અને પછીથી બાકીનું ચિત્ર પૂરું કરવું જોઈએ.

૪. દરેક આકૃતિની શરૂઆતમાં મધ્ય લીટી અથવા તે વચલી રેખા પ્રથમ દોરવી જોઈએ.

૫. સરખા આકારવાળી આકૃતિઓ દોરતી વખતે વિદ્યાર્થીએ પહેલવેહલાં ટોચથી શરૂ કરી ડાબી બાજુનો અડધો ભાગ પૂરો કરવો. અને ત્યારપછી જમણી બાજુનો ભાગ દોરવો, જેથી કરીને સરખા અવયવો સરખાવીને સારી રીતે દોરી શકાય.

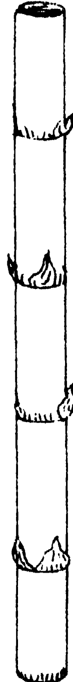
૬. સંભાળ રાખી આછી લીટીઓથી આકૃતિ દોરવી જોઈએ.

૭. જ્યારે આકૃતિ બરોબર પૂરી થાય ત્યારે તમારા માસ્તરને બતાવવી, અને ત્યારપછી રબ્બરથી સાફ કરી કાળી લીટી મારી આકૃતિ પૂરી કરવી.

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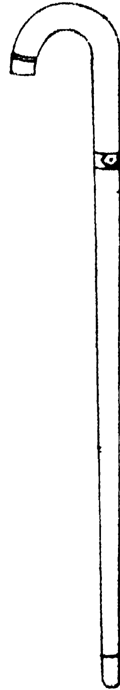
A CANE. નેતર.



શેરડી.



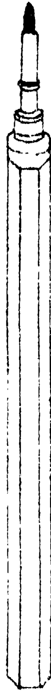
A STICK.



લાકડી.



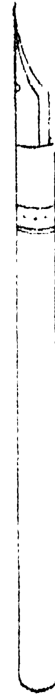
A PENCIL.



પેનસીલ



A PENHOLDER.



કલમ.

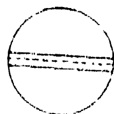
૩ 3



A STUMP



A BAIL.



A BALL.



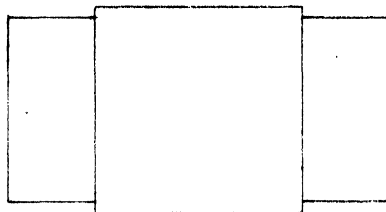
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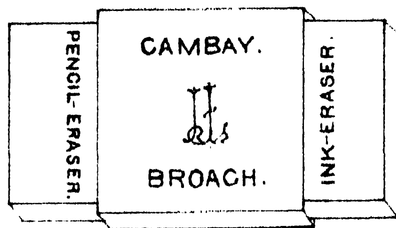


ચલ્લી.

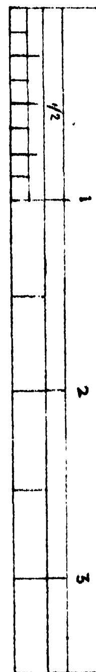


દડો.

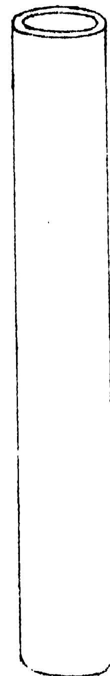




A RUBBER. રબ્બર.

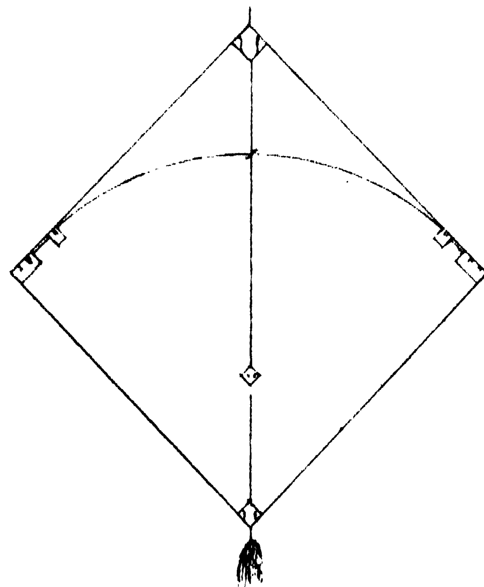


A FOOT. ફૂટ.

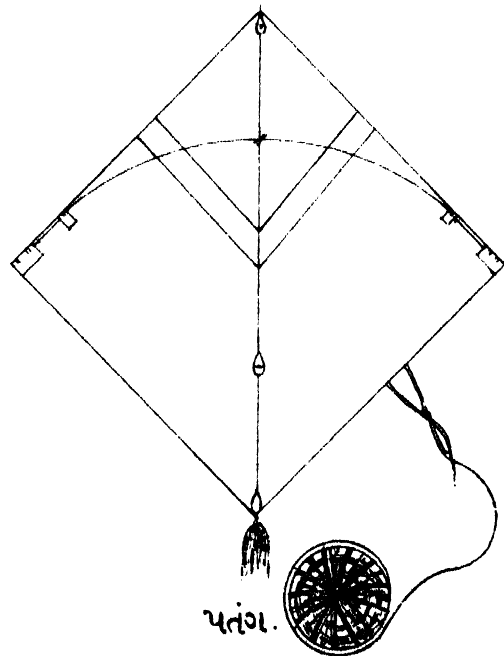


ભૂંગળી.

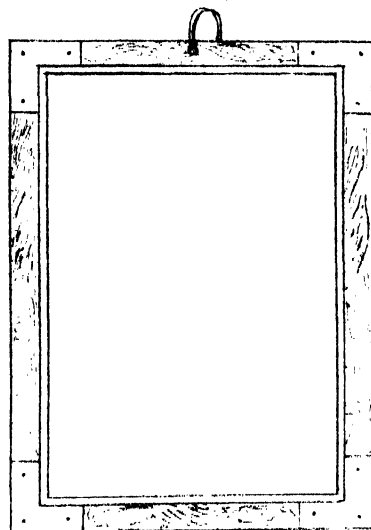
A BLOWING-PIPE.



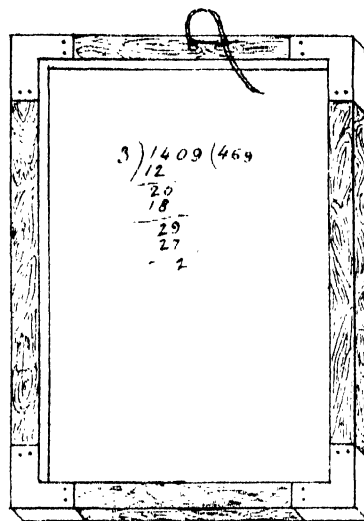
A KITE.



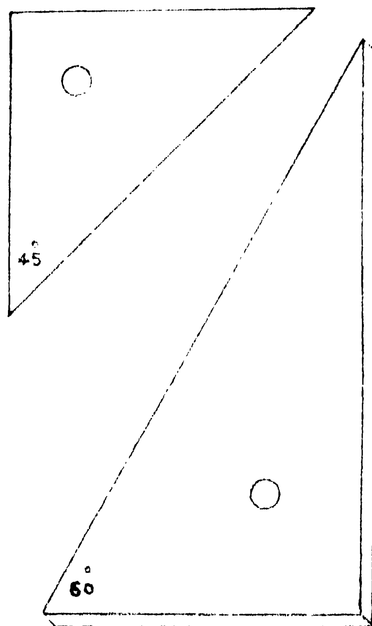
પતંગ.



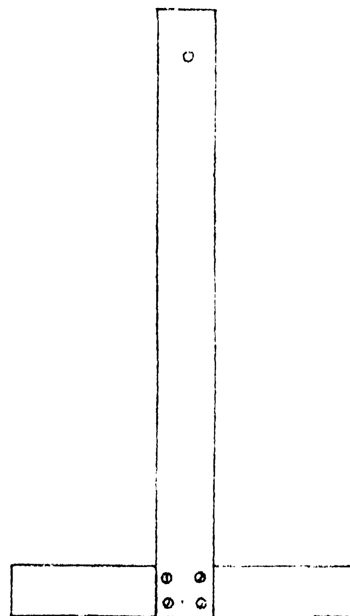
A SLATE.



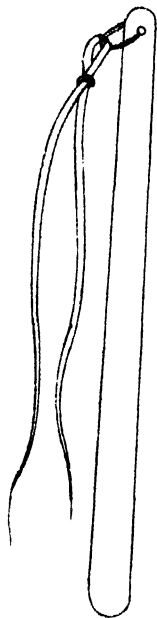
સ્લેટ.



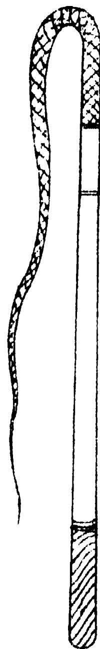
SET-SQUARES કાટખુણીઆ.



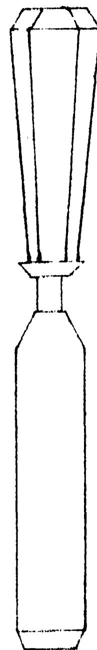
A T. SQUARE. ટીસ્કેવર.



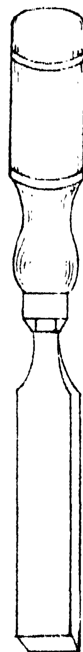
A WHIP.



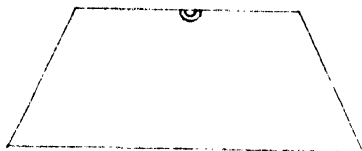
ચાબુક.

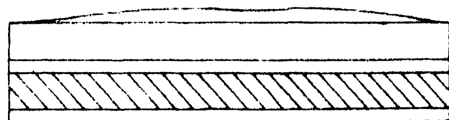


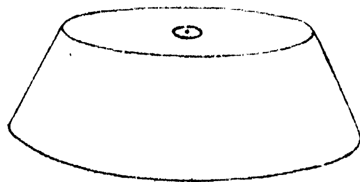
A CHISEL.



ફરસી.



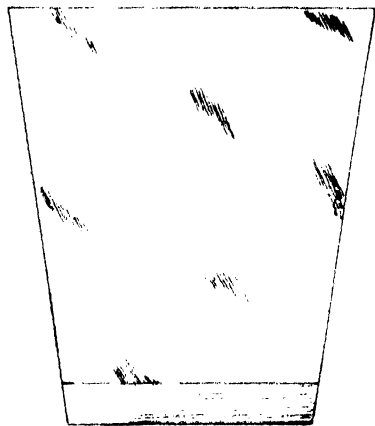




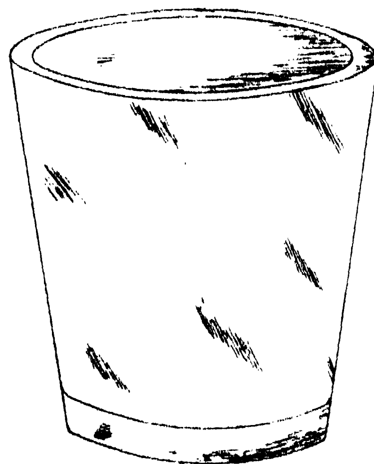


CAPS.

ટોપીઓ.

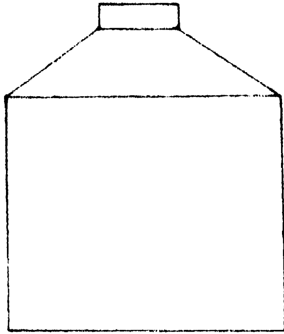


A GLASS.

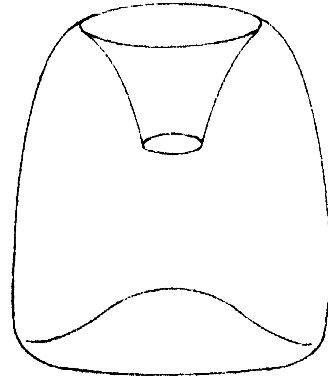


ગલાસ઼.

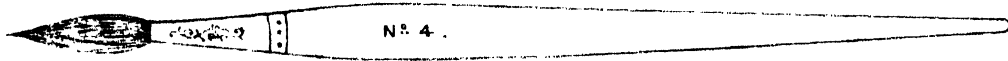
૨૬૯-૬



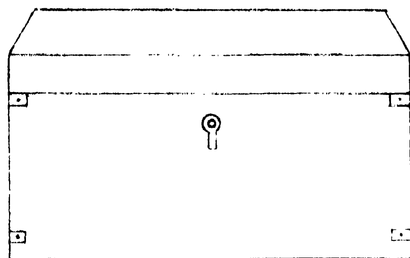
AN INK-STAND.

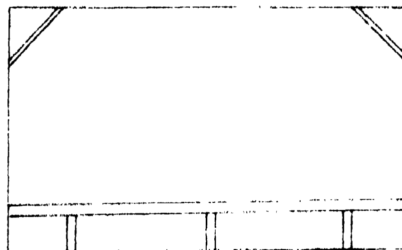


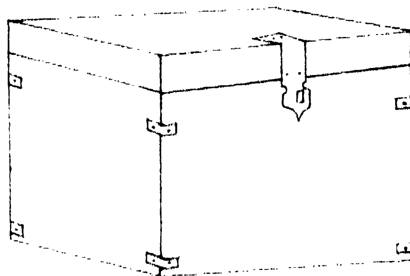
ખડીઓ.



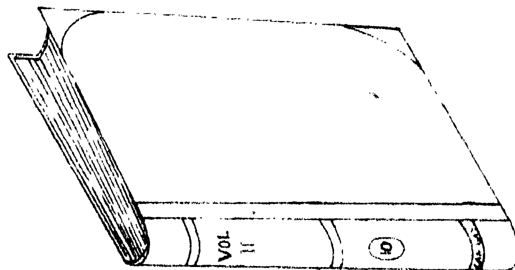
A BRUSH. પીંછી.



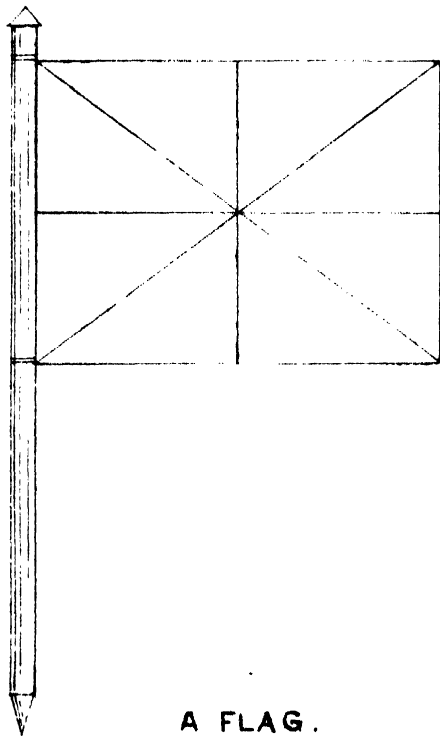




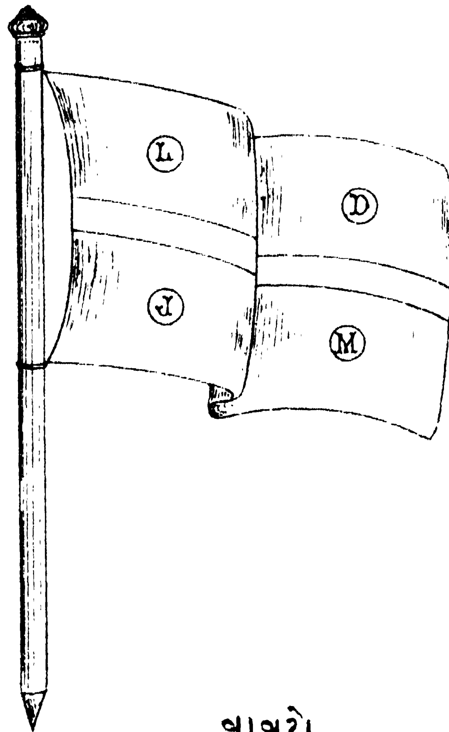
A BOX. પેટી.



A BOOK. ચોપડી.



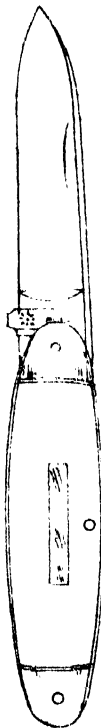
A FLAG.



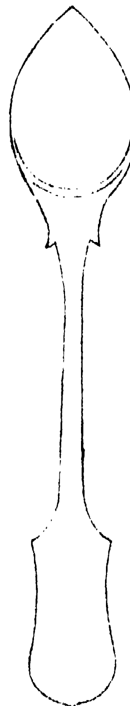
વાવટો.



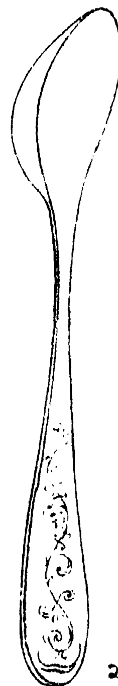
A PENKNIFE.



ચાપ્પુ.



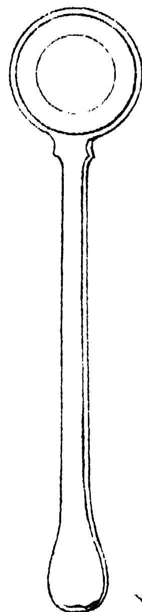
A SPOON.



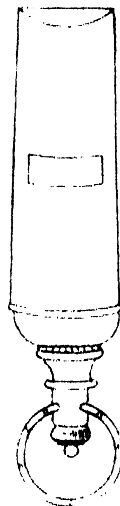
ચમચો.



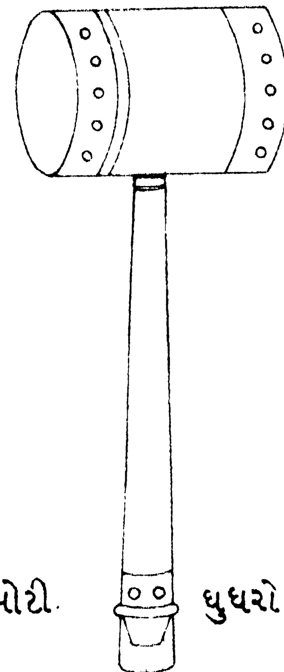
A ROLLING-PIN.



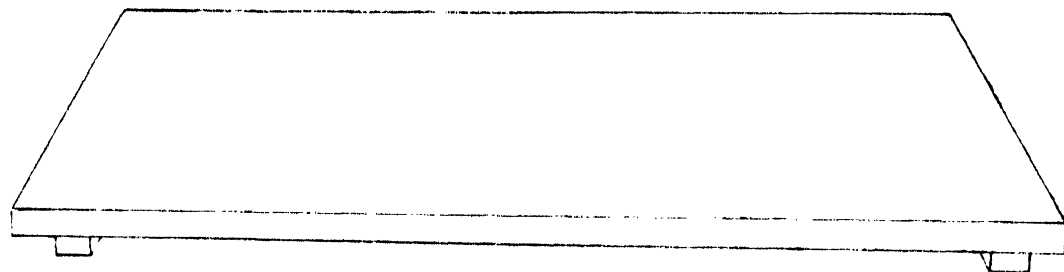
A SMALL-LADLE.

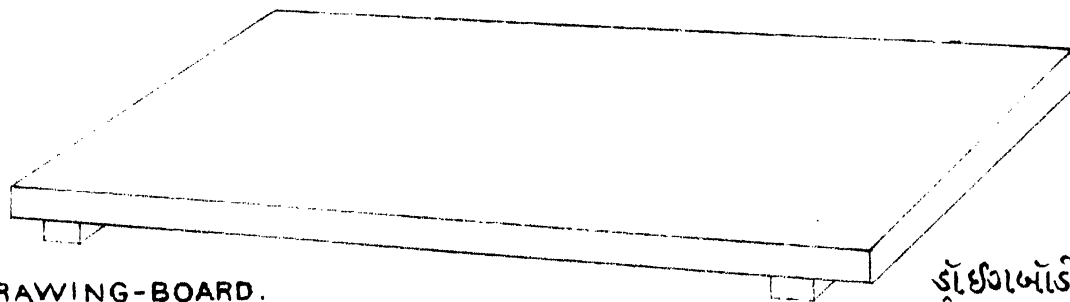


A WHISTLE.

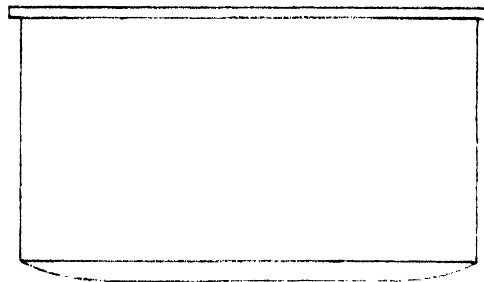


A JINGLING-BELL.





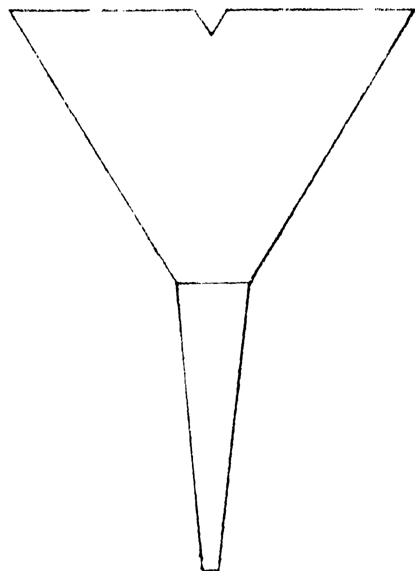
A DRAWING-BOARD. ડ્રૉઇંગબોર્ડ.



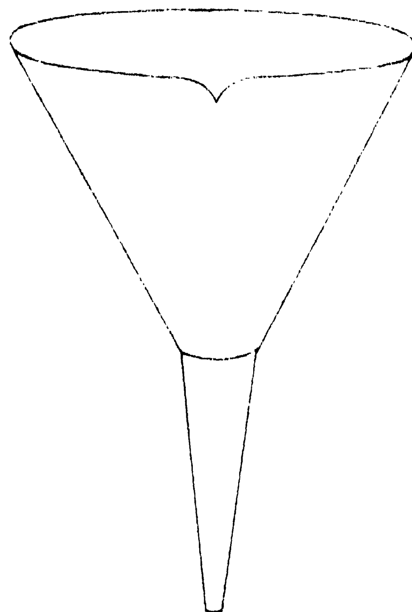


A TAPELI.

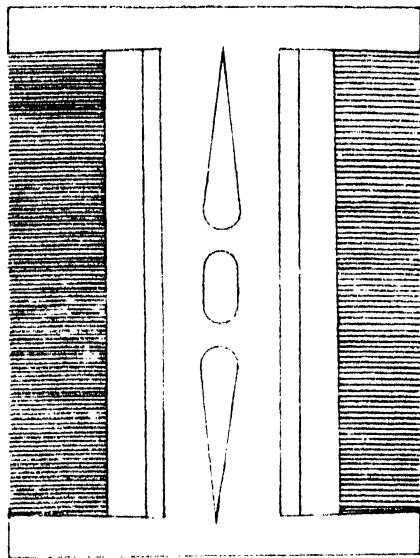
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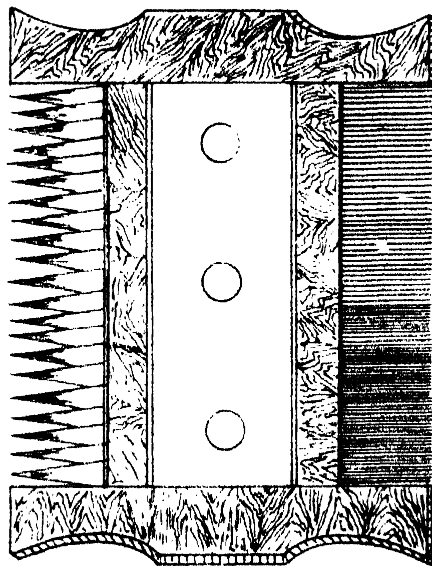
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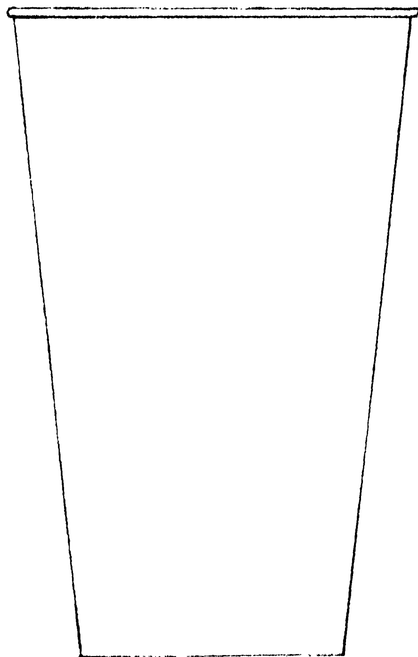
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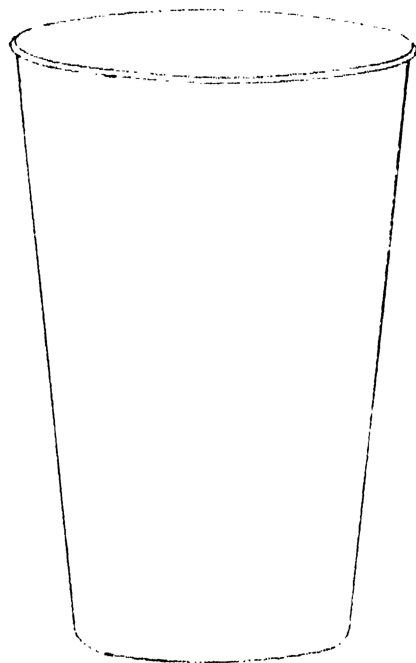
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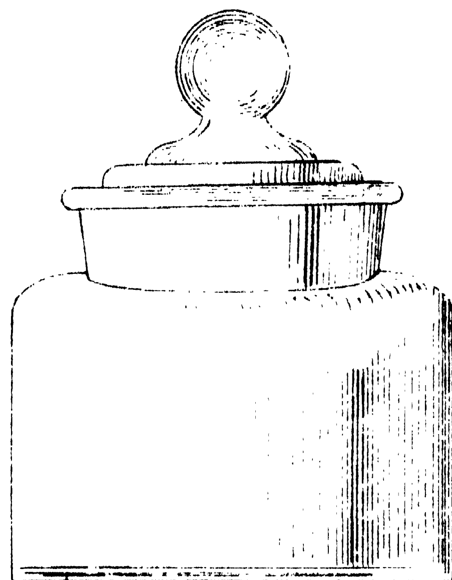
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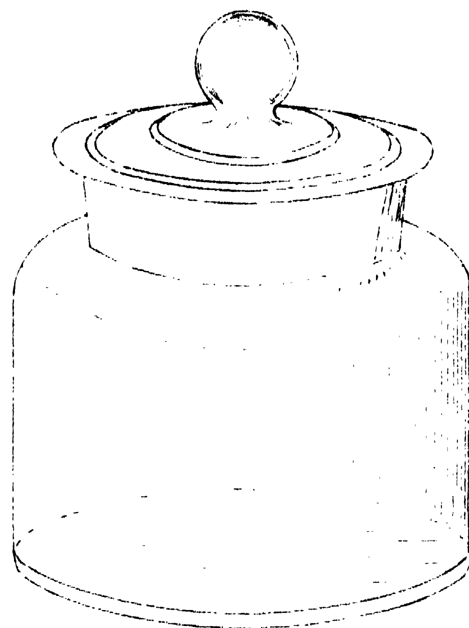
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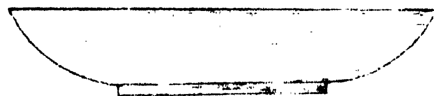
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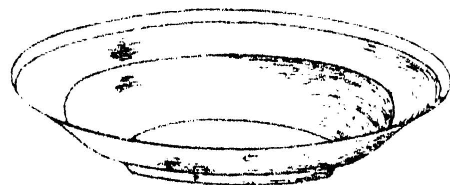


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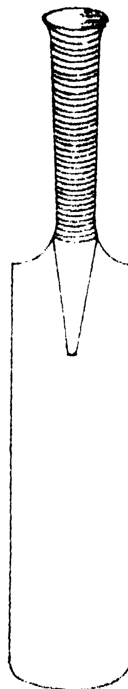


બરણી





A DISH. રકાબી.



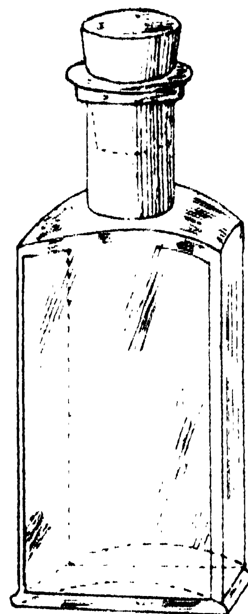
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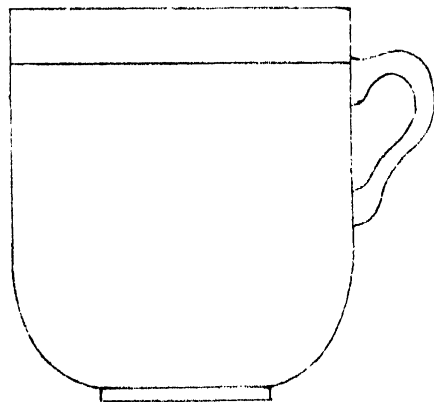
માપવાનો કંપાસ. A DIVIDER.



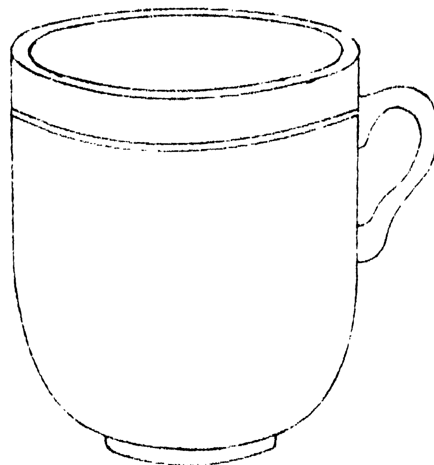
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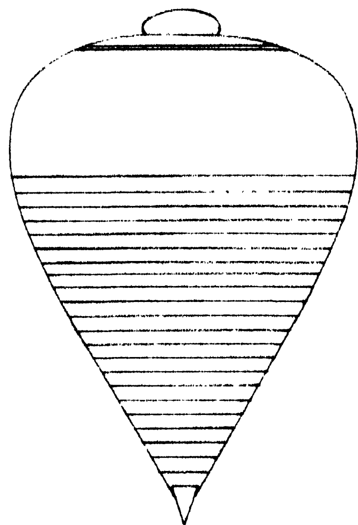
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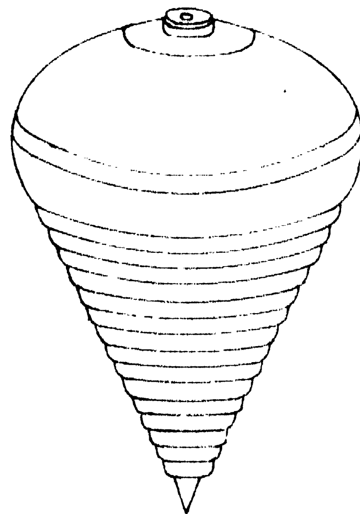
A TEA-CUP



ચાહ પીવાનો પ્યાલો.



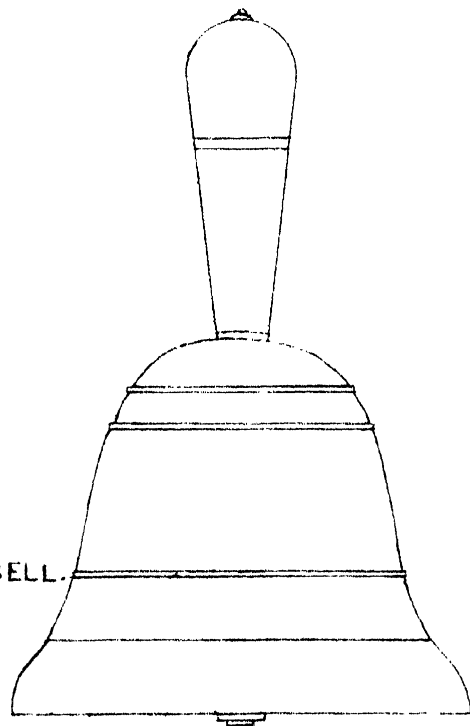
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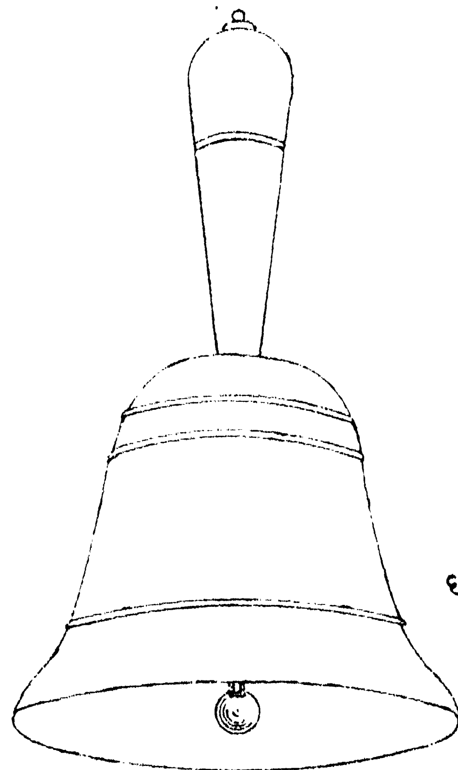
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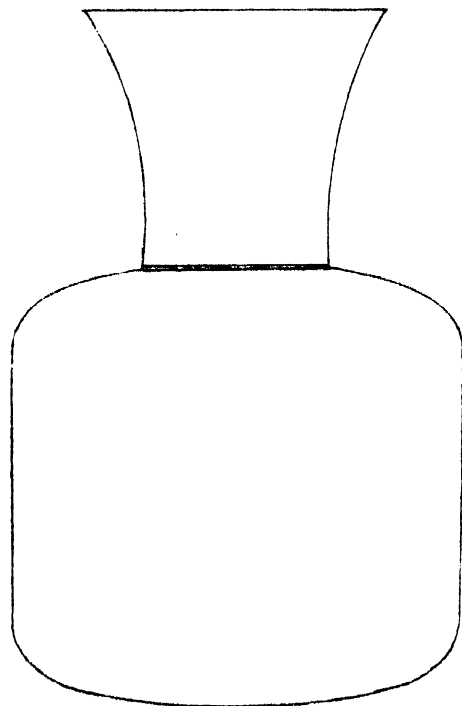
૨૬



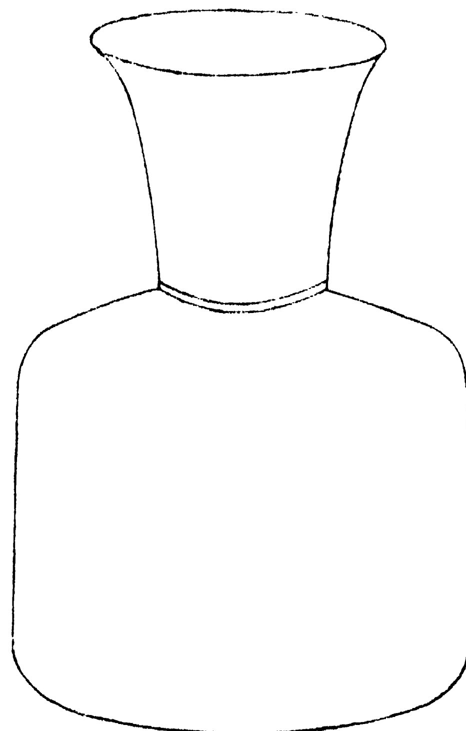
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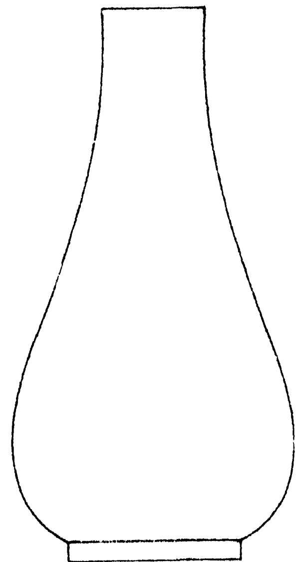
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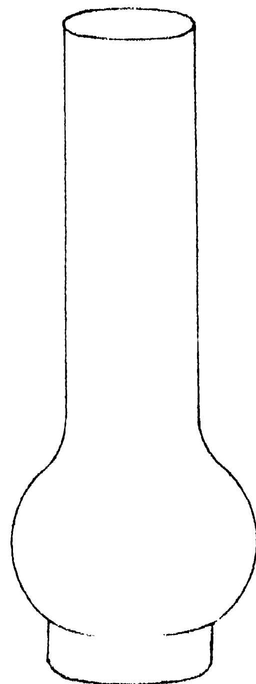
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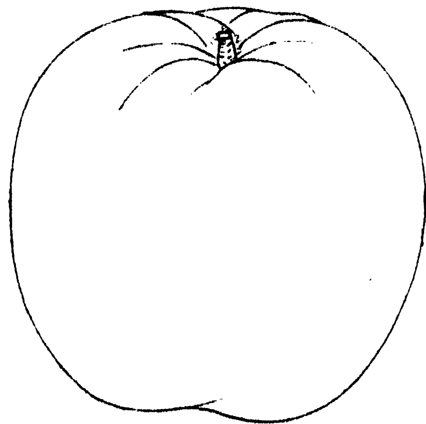
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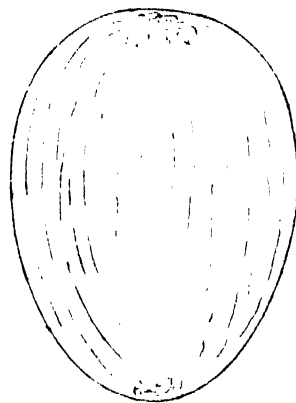
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ચીમની.

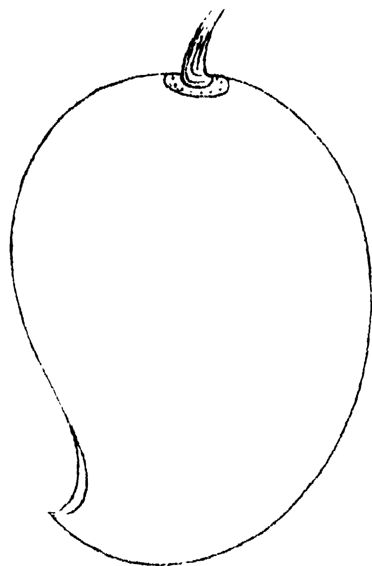


A QUINCE. સફરજંદ.

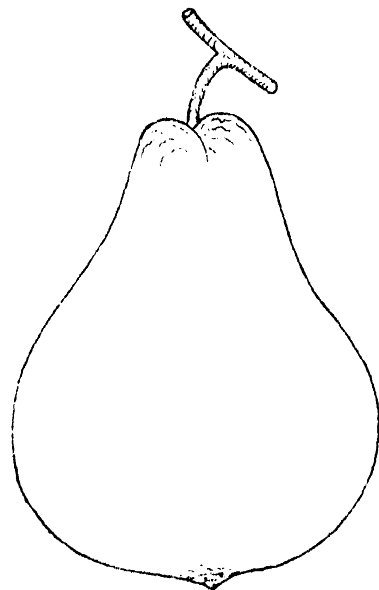


AN EGG. ઇંડું.

30

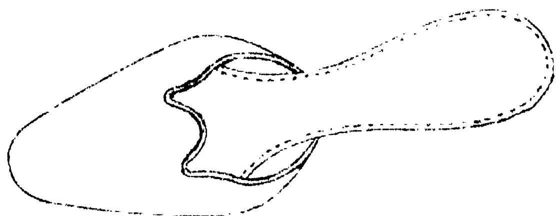


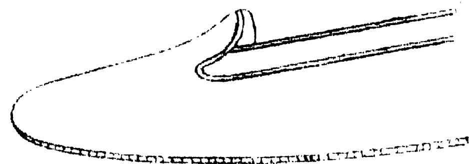
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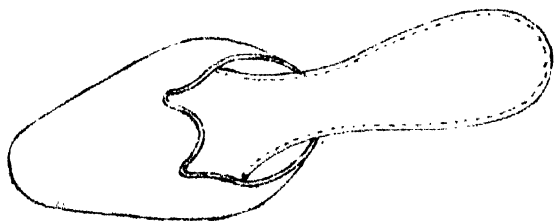


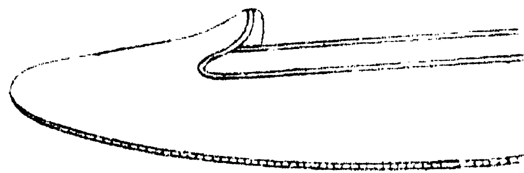
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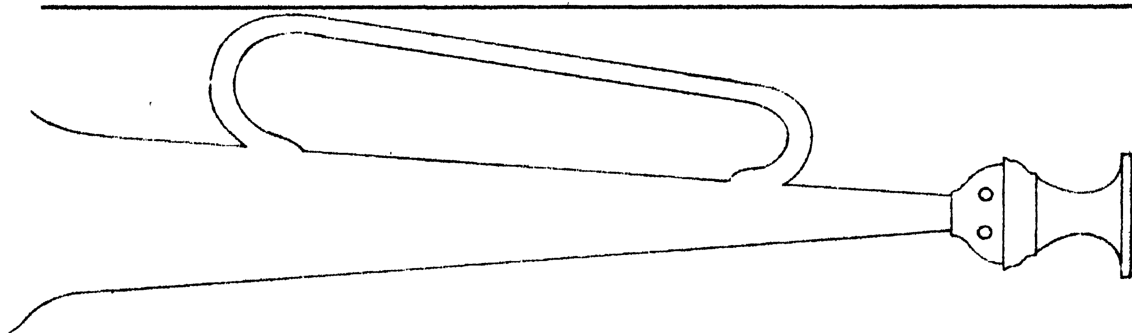




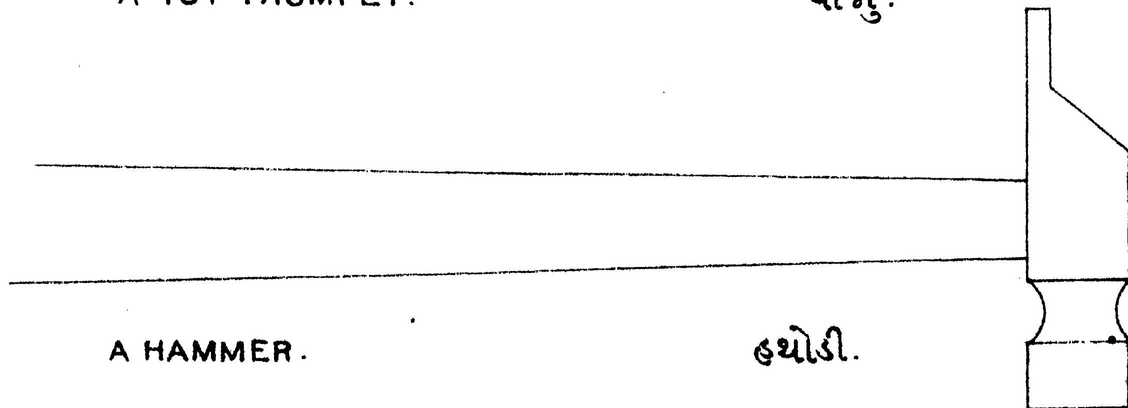


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